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ABSTRACT

This bibliography lists books, journals, and articles on teaching English as a second language. The book citations are annotated, and divided into the following areas: (1) the English language (grammar and semantics, phonetics and phonology, dictionaries and word lists); (2) theoretical linguistics, (3) applied linguistics for the language teacher (general, sociolinguistics, psycholinguistics), and (4) language teaching methodology (general, structure, listening comprehension, reading, writing, speech, and testing aids). Publishers' names and addresses are provided and an author index is appended. (JB)

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# Information Guide no. 5
# Methodology of Teaching English to Speakers of Other Languages

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## INTRODUCTION

This Guide replaces the previous 'English for Speakers of Other Languages'. It is primarily directed at the teacher/teacher-trainer. Its four sections contain: The English Language; Theoretical Linguistics; Applied Linguistics and the Language Teacher; and Language-Teaching Methodology. No. 3 'Materials for Teaching English to Speakers of Other Languages' will contain materials for use in the classroom.

Readers are reminded that all the books may be consulted in the Language Teaching Library but that books cannot be supplied. A list of other ETIC publications is given below:

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| Information Guide No 1<br>English for Young Beginners | £1.00 |
| Information Guide No 2<br>English for Specific Purposes | £1.00 |
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Language Teaching and Linguistics: Abstracts
(Compiled by ETIC and CILT and published quarterly by Cambridge University Press)

Over 60 Specialised Bibliographies (free of charge and available from ETIC)

Language Teaching Library Accessions List (published monthly)

TEFL/TESL TRAINING. There are various courses, both full-time and part-time, for the training of teachers in English language teaching. Information on these is available from ETIC.

## THE ENGLISH LANGUAGE: GRAMMAR AND SEMANTICS

ADAMS, Valerie

**An introduction to modern English word formation**

Longman 1973 230pp £4.75

The various traditionally recognised patterns of word-formation are shown to be inter-related; they include the relation between the make-up of noun-compounds, verb-compounds, and compounds containing particles and patterns of zero derivation. Blends and compounds are compared, and such concepts as instrumentality, location and resemblance, which constantly reappear in words of different types, are examined.

ALEXANDER, L G, and others

**English grammatical structure**

Longman 1975 245pp £7.50

This inventory of sentence patterns, grammatical structures and lexical items, usable as a guide in planning curricula, textbooks and readers for teaching English as a foreign language, consists of six stages followed by eight appendices and an index. The authors hope it will provide source-material for textbook-writers or for teachers wishing to select examples to illustrate lessons on specific grammatical problems.

BENNETT, D C

**Spatial and temporal uses of English prepositions**

Longman 1975 235pp £4.50

The aim of the author is to give an account of the way the language deals with spatial and temporal relations. Part One, concerned with the spatial uses; Part Two with the temporal; and Part Three with a tentative formalisation of the analysis. One distinction brought out is that which obtains between determined and non-determined uses of prepositions. A bibliography and index are included.

CATTELL, N R

**The design of English**

Heinemann, Melbourne 1967 112pp £1.25

The aim here is to provide an account of English grammar that is up to date and comprehensible by the general reader. Grammar is considered from a historical, structural and transformational standpoint: kernel sentences and sentence variations are described, as are generalised bases, comparatives and genitives, and nominalisations and negatives. A review of particular grammatical notions and generative grammar concludes the body of work. An appendix on teaching, a bibliography and a glossary are included.

CHRISTOPHERSEN, P; SANDVED, A O

**An advanced English grammar**

Macmillan 1969 288pp £2.50
paper £2.00

This grammar is designed for first-year university students in countries where English is the second language. Part One outlines a theory of classification by inflection and position; Part Two deals with word-classes (nominals, adjectives, verbals, adverbials, determiners and auxiliaries) and syntactic structures.

CLOSE, R A

**English as a foreign language: Grammar and syntax for teachers and advanced students**

Allen and Unwin 1962 177pp £2.30

This book deals with recurring problems in teaching English as a foreign language. Grammar as a system of pairs - with one member unmarked and the other marked - and the concept of the speaker's point of primary concern are seen as useful distinctions in discussing aspects of quantity, the articles, the tenses, auxiliary and modal verbs, prepositions and adverbial particles.

HALLIDAY, MAK; HASAN, R

**Cohesion in English**

Longman 1976 374pp £8.00
paper £5.00

Published in Longman's English Language Series this book is a detailed study of the cohesion that comes from semantic relations between sentences-reference, substitution, ellipsis, conjuction and lexical cohesion. A chapter is devoted to each of these categories and two of the chapters deal with the meaning of cohesion and the analysis of cohesion. This chapter concludes with a summary of cohesion and a coding scheme which is applied to a number of sample texts. There is a select bibliography and an index.

HORNBY, A S

**A guide to patterns and usage in English** 2nd Edition

Oxford University Press 1975 240pp £2.00
paper £1.20

This description of syntax of English, specifically for the teaching of English as a foreign language, covers: verbs and verb-patterns (with the functions of anomalous finites and a descriptive list of 25 verb-patterns); time and tense (with ways to indicate time-relations); adjectives, nouns and pronouns; adverbials (with position and function taken into account for classification); and various concepts and how to express them (with concepts such as purpose, cause, possibility, intention and commands considered in terms of optional patterns).

HUDDLESTON, R

**An introduction to English transformational syntax**

Longman 1976 273pp £6.75
paper £4.25

Intended for University students with no previous knowledge of transformational linguistics, this book seeks to provide a sufficiently thorough introduction to enable the reader to tackle advanced literature reporting on recent research. No more than a rudimentary knowledge of traditional grammar is assumed and no acquaintance with other approaches is necessary, nor is any attempt made to cover these.

There are sixteen chapters, the first four dealing with basic theory and the fifth developing a fragment of the transformational grammar. Remaining chapters deal with Syntactic Structure and Meaning, Recursion, Aspects of the Grammar of Complimentation, Syntactic Structure and Illocutionary Force, Syntactic Features and the Lexicon, Phonology and Morphology, Interpretation and Ordering of Rules, Universal Grammar, A Reconsideration of Auxiliary Verbs, Grammatical Functions and Syntax and Semantics. All examples are taken from English.

There is a comprehensive bibliography.

JACOBS, R A; ROSENBAUM, P S

**English transformational Grammar**

Ginn 1970 304pp £2.00

A comprehensive, systematic text book for the serious student of transformational grammar. Starting from key general insights of Transformational Grammar, the book moves on to particular principles and examples of Transformational Grammar analysis and description. At the end of each chapter, students are asked to do a variety of exercises, ranging from expositions of principles actually to operating Transformational Grammar analytical/descriptive procedure. The epilogue - by Paul Postal - draws threads together by re-examining key implications of Transformational Grammar.

LANGENDOEN, D T

**Essentials of English Grammar**

Holt, Rinehart and Winston 1970 223pp £5.25

This book is based on thirty fifty-minute lectures designed to give an appreciation of the structure and complexity of the language rather than a systematic description of that structure. The primary concern is with American English and its essential properties. Grammar is presented as having the three components of semantics, syntax and phonology, the exclusive preoccupation here being with semantics and syntax only. A bibliography and an index are included.

LEECH, G; SVARTVIK, J

**A communicative Grammar of English**

Longman 1975 324pp £3.35

Intended primarily for the advanced student, the book seeks to answer the question "How Can I Use Grammar to Communicate?" Grammar is systematically related to meanings, uses and situations. There are 4 sections entitled Varieties of English, Intonation, Grammar in Use and Gramatical Compendium, the last two forming the bulk of the book. Grammar in use is dealt with in terms of concepts; information, reality and belief; mood, emotion and attitude, and meanings in connected discourse. The Gramatical Compendium is cross-referenced with the Grammar of Contemporary English (Quirk et al) and provides a brief summary of formal English Grammar.

LEECH, G

**Meaning and the English verb**

Longman 1971 131pp 77p

This account of the semantics of the final verbal phrase, with particular emphasis on tense, aspect and modality, for teachers and advanced students of English as a second language, consists of chapters on: simple present and past tenses; the progressive aspect; the expression of past time; the expression of future time; the modal auxiliaries; indirect speech; theoretical and hypothetical meaning. No specialised interest in linguistics is presupposed. Traditional grammatical terminology is used, but recent work in semantic theory is discussed.

PALMER, F R

**A linguistic study of the English verb**

Longman 1965 191pp £4.50
paper £3.00

Studies the verbal phrase without reference to other synthetic elements of the clause. The approach is Firthian: theoretical categories are adapted ad hoc to exemplify regularities in the material. An introduction, on characteristics of verbal forms and the verb-phrase, precedes chapters on auxiliary verbs, full verbs, the simple phrase, 'be', 'have' and 'do', the complex phrase, phrasal verbs, and prepositional verbs. (In Longman's Linguistics Library.)

PALMER, H

**A grammar of spoken English** 3rd edition, revised

Cambridge University Press 1969 £6.50
paper £2.95

Roger Kingdon's revision of Palmer's classic expands the chapter on verb-structure to make the English verb-system more comprehensible and systematises the account of the tenses. A skeleton table

PALMER, H (continued):

(supplemented by an index at the end of the book) replaces the earlier table of contents. The system of numbered paragraphs remains, but these have been lengthened and the number of examples given has in many cases been increased. The phonetic transcription used in the previous editions has been replaced by the Simplified System, which was recommended to the reviser by the late Professor Daniel Jones.

QUIRK, R, and others

**A grammar of contemporary English**

Longman 1972 1120pp £13.00

This is a comprehensive description of educated English in the second half of the twentieth century in the world's major English speaking communities. The grammatical framework is a compromise between traditional description and various contemporary schools. The first chapter deals with the importance of English and its varieties at the present moment. There are also chapters on: the sentence; the verb-phrase; adjectives and adverbs; prepositions and prepositional phrases; the simple sentence; adjuncts, disjuncts and conjuncts; coordination and apposition; sentence connexion; the complex sentence; the verb and its complementation; the complex noun-phrase; and, in the final chapter, focus, theme and emphasis. Appendices are concerned with word-formation, stress, rhythm, intonation and punctuation. There is a bibliography and a detailed index.

QUIRK, R; GREENBAUM, S

**A University grammar of English**

Longman 1973 484pp £3.50

A shorter version for university students of the comprehensive Grammar of Contemporary English. The structure of the present book is preserved in order to make reference easier, the abridgement having been achieved without loss of comprehensiveness by reduction of the theoretical discussion and the illustrative details.

SCOTT, F S, and others

**English grammar: A linguistic study of its classes and structures**

Heinemann 1970 256pp 75p

This book is divided into two parts (principally intended for two consecutive sixth-form years). Part One, consisting of thirteen chapters, covers: the place of grammar; word-classes; the group; the clause; the sentence; nominal groups; the structure of the verbal group; subclasses of the finite verb; using grammar; and revision exercises; and Part Two, consisting of nine chapters, covers: adverbial groups; adverbs and particles; more about groups and classes; particled verbs; finite and non-finite dependent clauses; apposed subject clauses; the mood-system; the predication system; and beyond the sentence.

SCOTT, F S, and others (continued):

The appendix presents in outline the history of grammar and recent developments. Fifteen pages are devoted to answers and a list of symbols is included.

SINCLAIR, J McH

**A course in spoken English: Grammar**
Oxford University Press 1972 280pp £2.20

This descriptive grammar for teachers of advanced students concentrates on the commonest varieties of spoken and written English, with rather more emphasis on informal spoken English than is usual. The grammar is systemic and concentrates on sentence, clause and group structures. Clause structure, for example, consists of sections on: mood; tags and responses; theme; adjunct position; and phrase (or clauses with more than one predicator). Exercises are included.

SINCLAIR, J McH; COULTHARD, R M

**Towards an analysis of discourse: The English used by teachers and pupils**
Oxford University Press 1975 163pp £2.50

Based on a report to the Social Science Research Council analysing samples of classroom language, this book differs from the report itself first in replacing the early chapters by a short up-to-date review of the whole field of discourse analysis as it has so far developed, and secondly by including an account of developments in the authors' system of analysis as a result of continuing research into the language used in interviews between doctor and patient, industrial committees, and discussions on television. The core of the book remains the system of analysis, followed by two of the sample texts of classroom language. A comprehensive bibliography is included.

ZANDVOORT, R W

**A handbook of English grammar** 7th edition
Longman 1975 349pp £2.25

A comprehensive grammar reference book for teachers or advanced students, with sections on verbs, nouns, pronouns, adjectives and adverbs, sentence structure, word order, concord, conversion and word formation. Items are described through generalised statements on function and, where relevant, form followed by validating examples of contemporary usage. The book was last revised in 1975.

## THE ENGLISH LANGUAGE: PHONETICS AND PHONOLOGY

ABERCROMBIE, D

**Elements of general phonetics**

Edinburgh University Press 1967 203pp £2.50

This introductory textbook for the university student presupposes no previous knowledge of phonetics. Use of diagrams and symbols is minimal. Chapters cover: the distinction between language and medium; the production of speech; the analysis of speech; segments; structure and system; voice-quality and voicedynamics; notation; assimilation; stop-consonants; and cardinal vowels.

CHRISTOPHERSEN, P

**An English phonetics course**

Longman 1956 216pp £1.50

The text of this handbook, intended for use in universities and colleges of education, especially in West Africa, is presented in numbered paragraphs with incorporated exercises. Part One deals with the organs of speech and the classification of sounds; Part Two with English sounds in isolation; and Part Three with sounds in connected speech.

CRYSTAL, D

**The English tone of voice:**
**Essays in intonation, prosody and paralanguage**

Arnold 1975 204pp £7.50
paper £3.75

This collection of essays on intonation and associated features of spoken English covers three main topics of research: intonation, prosody and paralinguistics. The aim is to take a stage further the approach to the analysis of non-segmental phonology first described in detail in the author's 'Prosodic systems and intonation in English'. A cogent argument is put forward that non-segmental phonology should be regarded as a coherent field of research within which the different categories of vocal effect need to be formally and functionally related. A thorough survey of recent and substantial achievement in research is provided.

CRYSTAL, D

**Prosodic systems and intonation in English**

Cambridge University Press 1969 381pp £10.50
paper £3.95

A theoretical basis for intonation within a general theory of non-segmental phonology is developed. Chapters discuss: past work on

CRYSTAL, D (continued):
prosodic features; voice-quality and sound-attributes in prosodic study; the prosodic features of English; the intonation system of English; the grammar of intonation; and the semantics of intonation. An extensive bibliography is included.

GIMSON, A C

**An introduction to the pronunciation of English** 2nd edition
Arnold 1970 336pp £5.00
paper £2.95

This treatment of the phonetics of English, following the principles set forth by Jones, is arranged in three parts: speech and language (with a treatment of general phonetics, the classification and description of speech-sounds, and linguistic principles); sounds of English (including historical development and a detailed treatment of vowels and consonants); and the word and connected speech (with a treatment of stress, rhythm and intonation, and the rules of elision, liaison, juncture and related features).

JONES, D

**The pronunciation of English** 4th edition
Cambridge University Press 1958 (and later impressions) 223pp £6.50
paper £2.75

This book is divided into two parts, covering phonetic theory and phonetic texts. Part One consists of chapters on types of pronunciation, organs of speech, sounds and letters, classification of sounds, principles of transcription, English speech-sounds in detail, theory of plosive consonants, nasalisation, similitude, assimilation, elision, syllables, duration, stress, breath-groups, sense-groups, intonation, practical exercises, ear-training, phonemes, and syllable separation; Part Two is devoted to texts from such writers as Chaucer, Milton and Shakespeare. There are two appendices, one of which lists books for further study, and numerous illustrations.

O'CONNOR, J D

**Better English pronunciation**
Cambridge University Press 1970 178pp £4.50
paper £1.50
reels (each) £6.00
cassettes (each) £4.50

The opening chapters of this systematic introduction, specially written for the foreign learner, discuss problems in pronunciation and how the speech-organs work in English, consonant-sequences, vowels, rhythm units of speech, and intonation. Chapters following deal with: the consonants of English, consonant-sequences, the vowels of English, weak forms and rhythm units of speech, and intonation. Exercises are

O'CONNOR, J D (continued):

appended to the chapters, and there are conversational passages for practice, answers to exercises, and predicted difficulties in English pronunciation for speakers of Arabic, Cantonese, French, German, Hindi and Spanish. A list of books and gramophone records is included.

## THE ENGLISH LANGUAGE: DICTIONARIES AND WORDLISTS

BARNHART, C L, and others (editors)
**A dictionary of new English 1963-72**
Longman 1973 512pp £4.50

This dictionary brings together words which have recently come into use in British English as well as other varieties between 1963 and 1972. Illustrative quotations are long enough to provide a context for the words and should prove of use to social scientists, linguists and students of literature, apart from making the dictionary readable for the typical user. The editors were guided by an international advisory committee. The book should be particularly useful for the non-native speaker of English who encounters neologisms in his reading.

CARVER, D, and others
**Collins English learner's dictionary**
Collins 1974 640pp £1.50

This dictionary for the intermediate learner attempts to define some 25,000 words in the simplest possible language. The emphasis is on modern spoken English rather than on the literary language. Pronunciation is given in the International Phonetic Alphabet for each headword and for sub-entries where a problem arises.

COWIE, A R; MACKIN, R
**Oxford dictionary of current idiomatic English: Volume 1: Verbs with prepositions and particles**
Oxford University Press, 1975 396pp £5.00

This book, the first of two volumes, records and describes some twenty thousand idiomatic expressions, with each entry supported by illustrative sentences, and gives greater attention to the expressions than is to be found in any general English dictionary. Volume One principally covers expressions consisting of verb and particle or (or preposition). Each entry includes a grammatical reference to a set of tables showing the sentence patterns in which the expression ordinarily appears as well as indications of style and lists of words commonly associated with the same or similar meanings.

FLOOD, W E; WEST, M
**An elementary scientific and technical dictionary**
Longman 1962 413pp £1.50

This dictionary gives definitions of some 10,000 words currently used in science, technology and medicine, using a vocabulary of 2000 words. Examples are provided and where necessary a picture or diagram. Special attention is given to word-elements to enable the reader to interpret new scientific terms for himself.

FOWLER, W S

**A dictionary of idioms**

Nelson 1972 112pp £1.20

This dictionary aims at providing the foreign learner of English with a means of reference by which to learn or check contemporary idiomatic English. Short syntactical idioms are stressed. Idioms which have fallen out of popular use are excluded. Examples are given where necessary for the correct usage of each idiom.

FRISBY, A W

**Longman first English dictionary**

Longman 1968 190pp £1.00
paper 80p

Using a defining vocabulary of fifteen hundred words and over nine hundred pictures, this dictionary explains the meaning and exemplifies the usage of more than three thousand words. Special attention is paid to structural words.

HARTMANN, R T K; STORK, F C

**A dictionary of language and linguistics**

Applied Science Publishers 1972 302pp £6.00

Explains new terms and recent approaches to traditional familiar terminology for students of linguistics and language teachers. Selected terms from specialised theories and schools such as transformational grammar, systemic grammar and tagmemics are included. Typical entries contain: a general definition; further specification; cross-references to related terms; examples to illustrate definitions; and bibliographical references. Appendices include a list of languages and a useful 25-page bibliography.

HORNBY, A S

**The advanced learner's dictionary of current English** 3rd edition

Oxford University Press 1974 1088pp £4.00

Useful features of the new edition of this standard work of reference (over a hundred thousand entries and a thousand illustrations) include the use of an International Phonetic Alphabet transcription to show pronunciation and stress. The introduction outlines the main verb-patterns, and the verb-entries indicate the syntactic patterns in which the verb can be used. Definitions are appropriately simple. Words are labelled as formal or slang, poetic or colloquial, dated or humorous, and those which are not normally printed in newspapers are marked with an exclamation mark inside a triangle.

JONES, D

**An English pronouncing dictionary** 13th edition
Dent 1967 (and later impressions) 544pp £3.40

In this standard work of reference, fully revised by A C Gimson, over fifty thousand words are phonetically transcribed according to Received Pronunciation, the criteria and characteristics of which are discussed in the introduction.

McARTHUR, T; ATKINS, B

**A dictionary of English phrasal verbs and their idioms**
Collins 1974 256pp 85p

This dictionary contains three thousand verb and adverb or preposition constructions and contains sentence examples for every entry. Verbs are classified according to a new system into 'separable' or 'fused', according to grammatical usage, and field or style labels indicate the contexts in which they are used.

MACKIN, R

**Lexical studies: A subject analysis of the advanced learner's dictionary of current English**
Oxford University Press 1973 £3.00 each

Provides a subject-oriented analysis, using 28 categories: art, languages, history, religion etc. The classification is determined more by reference to syllabuses requiring the study of special registers of English than by an encyclopedic approach. Although intended as a companion to the dictionary under study, the analysis, which gives brief definitions and indicates grammatical and collocational usage, may be used independently and will especially interest syllabus-makers and textbook-writers in the field of English for specific purposes.

MAXWELL, CHRISTINE

**The new Pergamon Oxford dictionary of perfect spelling**
Pergamon Press 1977 320pp £3.20
paper £1.80

A dictionary designed for children and students, to encourage them to use a dictionary and giving them a greater chance of locating the correct spelling of the required word. To do this it uses common misspellings alongside the correct spellings. Over 20,000 words are listed, including an extensive Science and Technology vocabulary. There are also useful collections of scientific tables, tables of weights and measures, maps of the world and the British Isles, some spelling rules and a list of Christian names, some abbreviations in general use. A booklet of related exercises written specially for use with this dictionary titled 'Practise your Spelling' is also available.

PARNWELL, E C

**A pictorial English word-book**

Oxford University Press 1966 250pp limp 60p

In this first reference book for learners of English, almost four thousand head-words are syllabified, phonetically transcribed and explained by means of pictures, illustrative examples, paraphrases, synonyms, antonyms and occasional definitions.

WATSON, O (editor)

**Longman modern English dictionary**

Longman 1976 1286pp £5.50

Offers in one volume a modern English dictionary and an encyclopedia of history as well as important concepts in science and geographical information. Pronunciation accords with that shown by International Phonetic Alphabet transcription. The book replaces 'Longman's English Larousse', which appeared in 1968.

WEST, M

**A general service list of English words**

Longman 1965 588pp £5.25

Lists with two thousand words considered most necessary to the learner of English as a foreign language (based on the Carnegie Interim Report on Vocabulary Selection, published in 1936). The comparative frequency of its various meanings is shown for each word (derived from the figures of the Lorge-Thorndike Semantic Count). Flood and West contribute a supplementary wordlist for writings in popular science and technology.

WINDSOR LEWIS, J

**A concise pronouncing dictionary of English and American English**

Oxford University Press 1972 233pp £2.20

This dictionary is designed for the non-native speaker of English and aims at recording the spontaneous usage of educated speakers in the United Kingdom and America. Phonetic transcription, using Gimson's amplification of the International Phonetic Alphabet, is given for 24,000 words.

## THEORETICAL LINGUISTICS

BROWN, R

**A first language: The early stages**
Allen & Unwin 1973 437pp £5.95

This is an account of a major American research project into child-language acquisition conducted by Brown and his associates from 1962 onwards. The study is based on linguistic data, recorded and transcribed from three British-speaking children. Their linguistic development is traced in terms of mean sentence length and mastery of five distinct and measurable stages, based on semantic and linguistic criteria. Stages 1 and 2 are dealt with in this volume. A further volume will deal with Stages 3 to 5. Initial conclusions are that neither telegraphic speech, nor pivot grammar account satisfactorily for data in Stage 1, that the order of progression in L1 acquisition appears to be regular and systematic, and that semantic and grammatical complexity may primarily determine the order of acquisition.

FOWLER, R

**An Introduction to transformational syntax**
Routledge and Kegan Paul 1971 178pp £2.25
paper £1.80

In this introductory text book on Transformational Grammar for the student of linguistics or other disciplines, Roger Fowler sets out to describe a model of transformational syntax set out in Chomsky's "Syntactic Structure" (1957) and later developed in his "Aspects of the Theory of Syntax" (1965).

Fowler is concerned to provide a readable account of the developing theory together with certain developments and clarifications of his own, including treatment of certain grammatical features not envisaged in the 'Aspects Model'. The book is not intended to provide a definitive account, but a provisional grammar, set out in Course-Book for, designed as a reference work, the index is minimal, but a reading list of important books and articles is provided.

LANGACKER, R W

**Language and its structure:**
**Some fundamental linguistic concepts** 2nd edition
Harcourt Brace Jovanovich Incorporated 1973 275pp £2.45

This book is divided into three parts, Part One being introductory, Part Two examining language structure, and Part Three dealing with the linguistic systems. Chapters cover such subjects as the reasons why language is worth studying, dialect geography, social attitudes to language, writing, lexical items, phonetics, phonology (with special

LANGACKER, R W (continued):
reference to English), and comparison between the earlier and later stages of a particular language. The structural similarity of languages is shown to be extensive. A bibliography and index are included.

LEECH, G
**Semantics**
Penguin Books 1974 386pp 70p

This book falls into two parts: the first four chapters amount to an introduction, a fifth chapter forms a bridge, and the final nine concentrate on the cognitive aspect of meaning, which is considered of the first importance. The author justifies the inclusion of two disparate types of investigation in the same work with the argument that general questions of communication are to be fully appreciated only where the conceptual logical structure of language is precisely understood. On the other hand, theoretical semantics may easily lose touch with practical problems of communication: it is considered that there is much to be gained from 'trying to bring "pure" and "applied" semantics together'. Two bibliographies and an index are included.

LYONS, J
**Chomsky**
Fontana/Collins 1970 120pp 35p

A concise and clear, though never simplistic, introduction to Chomsky. The account puts transformational grammar into its historical perspective, summarising in the process the essence of modern linguistic theory. Lyons' comparison of Chomsky's 1957 model ("Syntactic Structure") with the first major modification ("Aspects of the Theory of Syntax" 1965) is particularly valuable. In the later chapters of the book, the author discusses the psychological and philosophical implications of generative grammar - again with frequest and specific reference to comparable and contrasting trends. Lyons ends with a personal assessment of Chomsky's main ideas, critical though basically sympathetic.

LYONS, J
**Introduction to Theoretical Linguistics**
Cambridge University Press 1968 519pp £9.50
paper £3.50

A comprehensive and systematic introduction to Linguistic Theory which, considering its scope, achieves a high degree of detail and rigour. Lyons' approach is synthetic rather than chronological and rich in example and references. He covers the "Science" of Linguistics, Language Structure, Sounds, Grammar (Principles, Grammatical Units, Structure, Categories and Functions) and Semantics. In general the book is a survey with some evaluative comment, the latter particularly in the semantic section where Lyons' makes his own considerable

LYONS, J (continued):
original contribution. Those using the book as an introduction to linguistic studies should note that it was first published in 1968.

MATTHEWS, P H
**Morphology: An introduction to the theory of word-structure**
Cambridge University Press 1974 243pp £4.80

This book appears in the Cambridge Textbooks in Linguistics series. The analysis of paradigms is considered also word-formation and generative phonology. The relation of morphology to other branches of linguistic description is specially emphasised. The scope of the work extends from the ancient grammarians to the recent work of Chomsky and his followers. The style is non-technical. A list of principal references is provided.

MINNIS, N (Editor)
**Linguistics at large** Reprinted
Paladin 1973 (first published by Gollancz in 1971) 336pp 75p

This book is a collection of 14 linguistic lectures presented by the Institute of Contemporary Arts London 1969/70. Topics covered by the eminent contributors include:- Structural Organisation of Language (2 lectures: 1. Grammar, 2. Phonology), Semantics, Meanings, Truth and Communication, Linguistics and Literature, Language and Anthropology, Language and Animal Signals, The Linguistic Development of Children, the Neurology of Language, Language and Socialisation, Language and The Teaching of English, Language and Extra-Linguistic Comminication, Linguistics, Usage, and the User. The Lectures are aimed at the educated layman and present a broad view of linguistics in contemporary studies. The lectures are reproduced as far as possible as they were delivered and are supplemented by notes and suggestions for further reading.

MITCHELL, T
**Principles of Firthian linguistics**
Longman 1975 213pp £6.75

J R Firth expressed his philosophy of language chiefly through his studies in phonology, though he had intended to publish a volume on the principles of linguistics, a project which was unrealised. The author, a former student of Firth's, has built on his knowledge of Firth's theories and exemplified them through his own linguistic and Arabic studies. Not only phonology but also the lexical, grammatical and semantic fields are covered.

PALMER, F R

**Grammar**

Penguin 1971 200pp 70p

This is a clearly written, and non-technical introduction to the subject of grammar addressed to the student and intelligent layman. Prof. Palmer deals with the motion of Grammars (Chapter 1), Some Traditional Concepts (Chapter 2), Structural Linguistics (Chapter 3) and concludes with discussions of Transformational-Generative Grammar, based mainly on Chomsky's (1957) Model. More recent developments are briefly sketched (Chapter 4). There are appendices dealing with Gender, Number and Tense in English and brief suggestions for further reading.

PALMER, F R

**Semantics: A new outline**

Cambridge University Press 1976 163pp £5.50
paper £1.75

In this elementary but wide-ranging survey of semantics, written primarily for the beginning student and the interested non-specialist, the author argues that semantics is not a clearly defined level of linguistics or comparable to phonology or syntax, but 'a set of studies of the use of language in relation to many different aspects of experience'. The chapters following the introduction cover: the scope of semantics; the non-linguistic context; lexical structure; linguistic context; meaning and the sentence; semantics and grammar; and recent issues. There is a well-selected bibliography.

ROBINSON, I

**The New Grammarians' Funeral:**
**A critique of Noam Chomsky's linguistics**

Cambridge University Press 1975 102pp £2.00

This is a discussion not a survey of the implications of Chomsky's key insights by a writer who is not a professional linguist, though he has studied Chomsky's most important works in depth and with rigour. Robinson questions above all the claims that linguistics is a science and views Chomsky's contribution as limited, suggesting that the achievement of Chomskyan linguistics rests mainly in the sphere of syntactic description; but more can be learnt about language from philosophy and literary criticism than from the whole of linguistics. The book is copiously referenced to an unusually wide range of linguistic, philosophical and literary sources and is accessible to the "lay" reader.

ROULET, E

**Linguistic theory, linguistic description and language teaching**
Longman 1975 102pp £2.00

As well as examining the chief shortcomings of the traditional school grammar, this book assesses the usefulness of structural and transformational generative grammars in their concern with the description and teaching of modern languages. The function of linguistic theory and description, together with that of linguistics as a whole, is defined in relation to the modernisation of language-teaching methods. There are four chapters, which cover traditional grammar, structuralist grammar, transformational-generative grammar, linguistic theories, descriptions of a language, and language-teaching, followed by three bibliographies.

WALLWORK, J F

**Language and linguistics: An Introduction to the study of language**
Heinemann Educational 1969 192pp £1.50
paper 75p

This book introduces the reader to some of the main topics which occur in studies of linguistics and assumes no previous knowledge of the subject. The book is aimed both at the reader who wants to be aware of present trends in this field and also at the reader who is looking for a starting point from which to pursue more detailed study. Chapters include Spoken and Written Language, The Sounds of Language, The Patterns of Language, Word Meaning, Varieties of Language, Language, Grammars and People and Language Past and Present. There are suggestions for further reading and a Selected Bibliography.

WALLWORK, J F

**A workbook in language and linguistics**
Heinemann Educational 1972 80pp 40p

This companion to "Language and linguistics" suggests ways of using that book as well as exercises and subjects for discussion based on the content of its various chapters. The level at which the book is designed to be used is the sixth form (and upwards). Each chapter is accompanied by a short section (preview) for oral work only. The exercises can be added to or varied according to particular needs and interests; further, they are progressive. A set of supplementary exercises (without preview) concludes the book.

## APPLIED LINGUISTICS FOR THE LANGUAGE TEACHER: GENERAL

ALLEN, J P B; CORDER, S P (editors)
**The Edinburgh Course in Applied Linguistics: 1**
**Readings for applied linguistics**
Oxford University Press 1974 384pp £5.59
paper £3.50

This, the first of 4 volumes in The Edinburgh Course in Applied Linguistics, contains a set of readings selected with 3 aims in mind, which are reflected in the organisation of the materials. The first group of readings (sections 1-4) presents a broad range of views about the way language can be approached as a subject of scientific study. The second group (sections 5-6) presents a number of alternative accounts of the approach to language known as 'structural linguistics' while the last group (section 7) offers a variety of accounts of the relation of theory to application.

The series as a whole is intended for students who already possess or are in process of requiring a knowledge of linguistic, psycho linguistic and socio linguistic theory. The aim of this volume is to present as clearly and directly as possible a set of arguments or points of view. Hence in most cases notes and bibliographical details have been omitted.

ALLEN, J P B; CORDER, S P (editors)
**The Edinburgh course in applied linguistics: 2**
**Papers in applied linguistics**
Oxford University Press 1975 488pp £7.50
paper £5.00

Volume two in the Edinburgh Course in Applied Linguistics deals comprehensively with a number of key areas in applied linguistics. The plan of the book is as follows: Chapter 1 consists of a short general overview of applied linguistics and language teaching; Chapters 2-5 give an account of the main concepts of theoretical linguistics; Chapters 6-8 deal with psychological and sociological approaches to language. Contributors are: S Pit Corder; J P B Allen and H G Widdowson; Gillian Brown; Paul van Buren; C Criper and H G Widdowson; Elisabeth Ingram; and Ruth Clark. The book has already proved an invaluable source of reference for teachers and students of applied linguistics.

ALLEN, J P B; CORDER, S P (editors)
**The Edinburgh course in applied linguistics: 3**
**Techniques in applied linguistics**
Oxford University Press 1974 384pp £7.50
paper £4.50

The techniques in question exemplify the practical application of principles discussed in Volume Two. The ten chapters of the book can be used in planning and carrying out teaching programmes, and cover: the background to course-design; practical phonetics and phonology; pedagogic grammar; language-laboratory materials; error analysis; reading and writing; stylistics; programmed instruction; audiovisual materials in language-teaching; contrastive analysis; and language-testing. There are appendices on: a language-laboratory lesson and programmed materials; common-sense rules for English and Chinese; and the grafting component of contrastive grammar.

CORDER, S P
**Introducing applied linguistics**
Penguin 1973 392pp £1.25

This book which considers the application of linguistics to language-teaching for practising teachers as well as teachers in training is divided into three parts: Part One, on language and language-learning, deals with language functions, the variability of language, and language as a symbolic system; Part Two examines linguistics and language-teaching from the standpoint of psycholinguistics, applied linguistics, and descriptive models of language; and Part Three surveys several applications of linguistics to language-teaching, including: comparison of varieties; contrastive studies; error analysis; syllabus structure; pedagogic grammars; and evaluation, validation and tests.

CRYSTAL, D
**What is linguistics?** 3rd edition
Arnold 1974 96pp £1.50

The author's intention has been to discuss the subject very generally rather than embark on a comprehensive introduction to linguistics. Complete ignorance on the part of the reader is assumed. The book is divided into three parts (corresponding to the chapters), covering some misconceptions about linguistics and language, the implications of the phrase 'a science of language', and the uses of linguistics in society. In the present edition alterations have been made in the two appendices (no further reading together with some undergraduate courses in linguistics in British universities).

DAVIES, A (editor)

**Problems of language and learning**

Heinemann 1975 154pp £3.00

Contributors to this report on the Seminar on Language and Learning, run by the Scottish Council Research in Education in 1973, are Basil Bernstein, James Britton, J S Bruner, Margaret Clark, Alan Davies, M A K Halliday and H N Speiter. Participants examined the theoretical background to the relation between language and learning and areas where practical research was needed (to be dealt with in a 1974 seminar (Language and Learning in Early Childhood) and by interested groups and individuals. Lack of adequate theoretical knowledge was felt to be hindering an attempt to concentrate on practical problems. A concern with dialect was apparent, particularly its influence on making the school a 'special' or 'critical' situation. Some attention was paid to success in reading and there was a strong conviction that there was no discontinuity between speaking and writing. Difficulties occurred when various disciplines tried to concentrate on the same problem: what may be problematical in the psychology of language may not be so in sociolinguistics.

HALLIDAY, M A K

**Explorations in the functions of language**

Edward Arnold 1975 104pp £1.95

Published by Edward Arnold in the "Explorations in Language Study" series, this is a collection of papers concerned with the Functions of language. The 5 chapters deal with Relevant Models of Language, the Functional Basis of Language, Language in a Social Perspective, Towards a Sociological Semantics, Linguistic Function and Literary Style. The first paper examines the child's developing awareness of the function of language and relates this to the educational process. The second explores the relationship between language function and linguistic structure, while the third suggests an interpretation of the functioning of language in socially significant contexts. Paper 4 attempts to formulate general principles for a socio-semantics in which meaning is related both to the internal structure of language and to the social context in which language operates. In the final papers these general principles are applied to the study of literature through an examination of William Golding's novel "The Inheritors".

JUPP, T C; HODLIN, S

**Industrial English: An example of theory and practice in functional language teaching**

Heinemann Educational 1975 330pp £6.50

This book provides an approach for functional language teaching with particular reference to in-company English Language Training courses for adult immigrant workers. The first part of the book gives the

JUPP, T C; HODLIN, S (continued):

principles and methods for functional language teaching including chapters on Communicating at Work in a Second Language, Designing Language Teaching Items for a Particular Communicative Need and The Investigation of Language Requirements in an Employment Situation including the Assessment of Learners. The second part of the book contains approximately 200 language teaching items divided into 6 graded sections. This provides a total of approximately 80 hours teaching material if used intensively on an in-company basis. If the materials were used in part-time adult education classes, the materials would provide the basis of a year's course, if some supplementary reading and writing practice was also provided. Two Appendices provide a list of language functions and language forms contained in the teaching items and language tests for assessment, selection and evaluation of the students.

LEESON, R

**Fluency and language teaching**
Longman 1975 202pp £2.25

This contribution to the Applied Linguistics and Language Study series critically examines basic notions of language-teaching which have been accepted but whose experimental foundation is undetermined. The book is divided into seven chapters, covering: the nature of the problem; encoding; speech-production and the psycholinguistic significance of pausal phenomena; decoding; the semantic component; factors in fluency and their implications for a foreign-language-teaching programme. A bibliography, a list of abbreviations used in the bibliography, and two indexes are included.

OLLER, J W; RICHARDS, J C (editors)

**Focus on the learner:**
**Pragmatic perspectives for the language teacher**
Newbury House, Rowley, Massachusetts 1973 306pp £6.96

This book of readings is divided into five parts: Part One considers the bearing of linguistics and psychology on language-learning (including papers by Mackay, Stern, Chomsky and Oller). Part Two, concerned with language-learning processes, includes a paper by Macnamara suggesting that the learning of a language is an inductive process whereby present contexts and their implicit meanings are used as decoding clues; Part Three considers interference theory based on a contrastive analysis, error analysis, which may or may not rely on a contrastive approach, and developmental psycholinguistics, concluding that errors are often explicable in terms of the child's testing of hypotheses rather than of negative interference from the native language; Part Four deals with aspects of testing; Part Five considers sociocultural and motivational factors; and Part Six goes into alternatives to formal language instruction. A set of discussion questions is included in each part.

RIVERS, W M

**Speaking in many tongues: Essays in foreign-language teaching**
Newbury House, Rowley, Massachusetts' 1972 148pp £3.96

This collection of Essays by Wilger Rivers discusses some of the significant developments in language teaching methodology which have emerged since the publication of her first major work in 1964. The Psychologist and the Foreign-Language Teacher. The Essay titles are: Rules, Patterns, and Creativity Talking off the Tops of Their Heads, Contrastive Linguistics in Text book and Classroom, From Skill Acquisition to Language Control, Motivating through Classroom Techniques, the Foreign-Language Teacher and Cognitive Psychology or Where Do We Go From Here?, Linguistic and Psychological Factors in Speech Perception and Their Implications for Teaching Materials, Foreign Languages in a Time of Change. From the Pyramid to the Commune; The Evolution of the Foreign-Language Department and Teacher-Student Relations: Coercion or Co-operation?

RIVERS, W M and others (editors)

**Speaking in many tongues:**
**Essays in foreign language teaching**
Newbury House, Rowley, Massachusetts 1972 148pp £3.96

These ten articles, written between 1968 and 1972, deal with such items as the class between audiolingualism and cognitive-code theory and the need to improve the interrelaionship of language-teaching practice, psychology and linguistics. The opening article, 'Rules, Patterns and Creativity', deals with inculcating the grammar of a language at two levels of foreign-language learning: that of the manipulaion of language-learning and that of the expression of personal meaning. The second article distinguishes between skill-getting (cognition and production - or pseudocommunication) and skill-using (both reception and expression as well as dependence on the motivation to communicate). Subsequent articles cover: the role of contrastive linguistics in textbook and classroom; the transition from skill-acquisition to language control; motivation through classroom techniques; the relevance of cognitive psychology; linguistic and psychological factors in speech-perception and their implications for teaching materials; and recent developments in foreign-language-teaching programmes in the United States.

SCHOOLS COUNCIL PROGRAMME IN LINGUISTICS AND ENGLISH TEACHING

**Language at work**
Longman 1972 109pp £1.65

Three papers discuss how language functions in this first volume of a new series. Geoffrey Thornton, in 'The Individual and His Development of Language', shows how children first acquire and use language, with

SCHOOLS COUNCIL PROGRAMME (continued):
the theories of Halliday and Bernstein much in evidence; a paper by Birk informally describes the origins of functional theory in the work of Malinowski, Buhler, Firth, the Prague School of Linguistics and Halliday, discussing some of the applications; and R D Hudson tackles an exercise in linguistic description in which, in order to account for a single utterance, descriptions are given of the relevant factors of the situation and the semantic, grammatical and phonological levels of the utterance, using systems theory.

WARDHAUGH, R
**Topics in applied linguistics**
Newbury House, Rowley, Massachusetts 1974 206pp £7.80
paper £4.95

This book is divided into six sections: language and linguistics; linguistics and spelling; linguistics and reading; linguistics and second-language teaching; linguistics and contrastive analysis; and linguistics and language variation. Previously published articles form the basis of the work. The section on reading includes a survey of approaches to the process made by Bloomfield, Fries, Chomsky and Hall, a discussion on theories of language acquisition in relation to reading, and an exposition of Wardhaugh's standpoint on reading, namely reading as active information-processing.

WILKINS, D A
**Linguistics in language teaching**
Arnold 1972 252pp £2.25

Investigates the role of linguistics in foreign-language teaching. The approach is eclectic and consists of chapters on: linguistic attitudes to language; phonetics and phonology; grammar; vocabulary; the social function of language; the psychology of language; error and the mother tongue; and linguistics and the scientific study of language-teaching. Linguistic insight is regarded as particularly valuable in defining the goals of learning, determining the broad methodological approach, assessing the value of particular techniques, and organising the language content. The appended bibliography is selective and partially annotated.

WILKINS, D A
**Notional syllabuses**
Oxford University Press 1976 92pp £2.00

This account of notional language-syllabus design draws a comparison between synthetic and analytic approaches, giving a modified framework of categories and exploring the implications of notional syllabuses in various language-learning environments. Chapter One compares structural, situational and notional syllabuses, emphasising the communicative relevance, flexibility and motivational possibilities

WILKINS, D A (continued):
of syllabuses based on semantic criteria. The three categories of a notional syllabus cover propositional meaning, contingency-modified meaning, and performative meaning. Chapter Two lists those categories with their subcategories and sample realisations for cases of particular interest. Chapter Three, discusses the implications of notional syllabuses for course-designers in general terms under various constraints imposed by different learning environments and with reference to certain pedagogical processes.

WILKINSON, A

**Language and education**

Oxford University Press 1975 248pp £1.25

This book summarises and illustrates concepts of the ways in which children acquire language. It considers: animal communication; child-language; the relation of language and thought; and the development of a child's language, and is so designed that the reader may work at any of three levels. Part One provides one introduction to each topic, and Part Two presents papers and materials for further work and suggests further activities. It is thereby hoped to meet the needs of students both in initial teaching and in advanced courses as well as the needs of the interested layman.

## APPLIED LINGUISTICS FOR THE LANGUAGE TEACHER: SOCIOLINGUISTICS

BELL, R T

**Sociolinguistics**

B T Batsford 252pp £5.95
paper £2.95

This book was developed out of courses on sociolinguistics for British undergraduate or graduate students of linguistics, or English, in a Multi-disciplinary context. It is not an introductory text book, but assumes in the reader knowledge of the techniques and principles of modern descriptive linguistics. The book deals with the principles of model construction, and the application of models to micro-and macro-situations with stress on interdisciplinary applications and proceeds from discussion of the function of language at micro-level - the function of language in the individual, in didactic and small group interaction - to the macro-level of language choice among larger groups and aggregates up to those of the nation and the state. The overall aim of the book is to act as a means of integrating materials and approaches from diverse sources. Each Chapter is divided into sections, with a summary, and each chapter concludes with a summary of the main points. The author hopes that the approach adopted will facilitate the use of the book as a revision text and as a means of creating new course outlines for the individual teachers.

DOUGHTY, P, and others

**Language in use**

Arnold 1971 (with a foreword by M A K Halliday) 288pp £2.95

This product of the Nuffield Programme in Linguistics and English Teaching (1964-70), concerned with mother-tongue teaching, consists of 110 individual units, each providing an outline for a sequence of lessons and aiming to develop in pupils and students an awareness of what language is and how it is used, as well as extending their competence in handling the language. It provides a useful source-book for teachers of English to speakers of other languages concerned with developing a communicative-competence approach to language-learning.

HALLIDAY, M A K

**Explorations in the functions of language**

Arnold 1973 144pp £1.95

Two chapters of this book, 'Language in a Social Perspective' and 'Towards a Sociological Semantics' (pages 48-102), are of particular interest. (See APPLIED LINGUISTICS FOR THE LANGUAGE TEACHER: GENERAL.)

PRIDE, J B; HOLMES, J

**Sociolinguistics: Selected readings**

Penguin 1972 381pp £1.25

These readings are divided into four sections: bilingualism and multilingualism; standard language and national language; dialectal and stylistic variation; and acquisition and proficiency.

SHARP, D

**Language in bilingual communities**

Arnold 1973 94pp £1.00

Considers the educational and social effects of bilingualism in terms of such questions as: How are a bilingual person's thinking processes affected by his command of two levels at a similar level of proficiency? Are the effects different according to his standards of general ability? Are the effects different according to his standards of general ability? What significance appertains to the age at which he learns his second language? What is involved in switching languages in a bilingual community where all are not bilingual? Wales is taken as a subject for detailed examination. Chapters are devoted to: the language situation in Wales; the particular problems of bilinguals; language-teaching methods; studying language in the classroom; and the language education of teachers.

TRUDGILL, P

**Sociolinguistics: An introduction**

Penguin 1974 189pp 65p

This introductory survey on the subject considers how languages are variously influenced by class, race, religion and environment. The book reviews the social and historical roots of grammar, accent and dialect both in English and in other languages. The varieties of spoken English are particularly considered.

## APPLIED LINGUISTICS FOR THE LANGUAGE TEACHER: PSYCHOLINGUISTICS

BOYLE, D G

**Language and thinking in human development**

Hutchinson 1971 191pp £2.25
paper 90p

This book is divided into three parts: Part One is concerned with language and imagery and includes a discussion on linguistic competence; Part Two, on language and thinking, discusses: reasoning and problem-solving; intelligence and creativity; conceptualising; genetic epistemology; Piaget's view of concept formation as arising not from language but from the coordination of actions; and the role of the brain in language and thinking; and Part Three offers a philosophical perspective, dealing with: questions of meaning; explanations of linguistic ability; empiricism; and rationalism. (In the University Library Series.)

CHRISTOPHERSEN, P

**Second-language learning: Myth and reality**

Penguin 1973 110pp 40p

This book is primarily concerned with the nature of bilingualism and its implications to the teaching and learning of foreign languages in a mainly European context. It deals at length with popular and academic misconceptions of the bilingual state and comes down cautiously on the side of teaching foreign languages with bilingualism as the aim since biculturalism, an inevitable result of bilingualism, will increase the possibility of international understanding.

GREENE, Judith

**Thinking and language**

Methuen 1975 144pp £1.50
paper 65p

This overview, in the Essential Psychology series, considers major developments in linguistics which have been of interest to the psychologist. Theories on thinking and language are traced over the past sixty years with reference to associated problem-solving experiments conducted by linguists and psychologists. Debatable points, such as the relation of creativity in thinking to logical operations ordinarily measured by intelligence-quotient factors, are underlined, and difficulties are discussed. The author's general conclusions show to what extent the theories presented describe the processes in question.

SLOBIN, D I

**Psycholinguistics**

Scott, Foresman 1971 148pp £2.48

The declared purpose of this book is to acquaint the nonspecialist with some of the methods and implications of the psychological study of language. The particular emphasis here is on questions which have been of concern to psycholinguists from 1960 on. Many references are made to related materials. The basis is a twenty-week course whose topics have been selected for special attention. The subjects covered are: grammar and psychology; psycholinguistic investigations of grammar; language development in the child; problems of meaning; and language and cognition. A bibliography and two indexes are included.

WILKINSON, A

**The foundations of language**

Oxford University Press 1971 224pp £1.50

An introductory study of language acquisition. Early chapters examine linguistic theory, providing a terminology. The growth of language in the young child is next discussed in terms of language, thought and the construction of reality as well as of the language environment, the capability of language, and oracy. The beginning of reading and the use of certain media and schemes are then considered. A final chapter examines the relation between oracy and reading.

## LANGUAGE-TEACHING METHODOLOGY: GENERAL

ANDERSON, P S

**Language skills in elementary education** 2nd edition
Macmillan, New York; Collier Macmillan 1972 517pp £7.50

Although written for teachers in American elementary schools, this text provides a useful methodology source-book for teachers in English-mediumschools overseas. The first chapter describes the place of language arts in the school curriculum, with a very simple account of the cognitive development of children between the ages of four and a half and twelve. The other seven sections deal with: speech and listening; rediscovering children's literature; handwriting; reading; written composition; spelling; grammar; and evaluating and interpreting the language arts programme. A great variety of devices, exercises and activities is suggested. Each section includes a short bibliography.

BILLOWS, F L

**The techniques of language teaching**
Longman 1961 (and later editions) 259pp £2.25

This book describes (from the point of view of a practising teacher) techniques for language teaching. The techniques are not based on theoretical considerations alone but on solutions tried and evolved in the classroom. Chapters cover Situational Language Teaching, Language Through Speech, Ear Training, Teacher and Text Book, Unsupervised Work, Co-operation in Language Learning, Visual Aids to Language Teaching, The Teaching of Functional Grammar and Composition, Reading and the Study of Prose Literature and The Teaching of Poetry.

BRIGHT, J A; McGREGOR, G P

**Teaching English as a second language**
Longman 1970 283pp £2.10

Though first developed as a teacher-training guide to practical teaching in East African Secondary Schools, this manual for teacher-trainers has been found to be applicable in widely different settings. It deals comprehensively with the main elements in planning and setting up an effective English teaching programme from administrative organisation to lesson planning with the focus on development of specific linguistic skills. The chapter headings are: Generalisation, Vocabulary, Reading, Writing, Speech, Drama, Poetry and Grammar. They cover a wealth of practical advice on teaching English in a secondary school overseas.

BYRNE, D

**English teaching extracts**

Longman 1969 127pp 80p

A selection of extracts from books and articles - mostly written in the 1960s - intended both for private study and for group-discussion work in pre-service and in-service teacher-training courses. Each extract precedes suggestions for discussion and references for study. Topics include: language-learning theory; grading; the structural-situational approach; the role of communication; the role of applied linguistics; teaching pronunciation; grammar drills; translation; reading aloud; the teaching of literature; the use of the blackboard; group-work.

GATTEGNO, G

**Teaching foreign languages in schools: The silent way** 2nd edition

Educational Solutions, New York 1972 144pp £2.30

This book outlines the approach to teaching/learning a foreign language known as 'The Silent Way', describing the teachers' function, which is seen to be increasingly silent in order to encourage the learner to speak. An account of techniques and materials necessary for this method is given. Recommended materials include coloured phonic charts, rods and pictures. Chapters include The Spirit of a Language and The Conquest of Vocabulary. An appendix on 'The Silent Way' consists of contributions from teachers who have used the method. 'The Silent Way' is available for the teaching of some nineteen languages; Dr Gattegno considers it suitable for all ages from seven years onwards. The readers, however, might have to be adapted to age.

HARRISON, B

**English as a second or foreign language**

Arnold 1973 111pp £1.25

An introduction to the subject, with chapters on English as an international language, criteria for language-learning, the teaching of literature, English for science and technology, the teaching of immigrants in the United Kingdom, the language laboratory, radio and television, and tests and examinations. The new series, Explorations in Language Study, to which this book belongs, explores the role of language in teaching and learning from the standpoint of communicative competence. Learning what to say is seen to be as much a matter of learning 'how to mean' as of getting structures right.

JOHNSON, F C

**English as a second language: An individualised approach**

Jacaranda Press, Brisbane 1973 438pp A$9.95

Systematically describes the relation between theories of second-language acquisition, classroom techniques and instructional materials. Five key-concepts concentrate on; individualisation in learning; use of the peer-group in teaching; emphasis on expression rather than on manipulation; the need to base course-selection on universals of content; and the need for coordinating and integrating all aspects of second-language learning. An appendix explains the background of the Jacaranda Individualised Learning Arts Programme (JILAP) and presents samples of JILAP materials.

JORDAN, R R; MACKAY, R

**A handbook for English language assistants**

Collins 1976 120pp £1.60

This book is primarily written for native speakers of the language who go to French and German secondary schools as English-language assistants. The emphasis, therefore, is on the teaching of spoken English, and the assistants are assumed to be inexperienced in this field, though many of the ideas expressed may well be relevant also to teachers outside Europe with school-age or adult learners. There are chapters on: how to present oral classes; talks on British life and institutions; audio-visual aids; discussions and debates; rhymes and songs; language games and competitions, etc, together with a chapter on the educational systems of France and Western Germany. Three appendices deal with phonetic symbols, lists of magazines and simplified readers for the teaching of English, and a selective bibliography

LADO, R

**Language teaching: A scientific approach**

Reprinted (first published by McGraw-Hill Incorporated in 1964) Tata McGraw-Hill 1974 239pp£2.50

This book includes original contributions to a comprehensive psycho-linguistic study of language-learning as well as practical suggestions for using the language laboratory and other aids. The book is divided into three parts: Part One deals with language and language-learning, Part Two with language-teaching, and Part Three with technological aids. There is a glossary of useful terms, a bibliography, a table showing MLA qualifications for secondary-school teachers of modern foreign languages, and an index.

LEWIS, E G; MASSAD, C E

**The teaching of English as a foreign language in ten countries**

Almqvist and Wiksell, Stockholm, and
John Wiley, London 1973 300pp £9.20

This fourth volume in the International Studies in Evaluation series presents the results of a nine-year investigation in Belgium (French region), Chile, German, Hungary, Finland, the Netherlands, Italy, Sweden, Israel and Thailand. It shows how English is taught in the participating countries and examines the difference in achievement among students, schools and countries. The variables investigated include classroom practice, instruction time, and student attitudes. The development of tests to measure the basic language skills internationally are described, as are the characteristics of the students, teachers and schools in the various national samples. The research has been carried out by the International Association for the Evaluation of Education and Achievement, Sweden, with access to the Data Processing Unit of Columbia University, New York.

QUIRK, R; SMITH, A H (editors)

**The teaching of English**

Oxford University Press 1964 (and later editions;
first published by Secker and Warburg in 1959) 172pp £2.50

The six essays included in this book were originally presented as lectures: Randolph Quirk on 'English Language and the Structural Approach'; Jeremy Warburg on 'Some Aspects of Style'; J L M Trim on 'Speech Education; W H Mittins on 'The Teaching of English in Schools'; B C Brookes on 'The Teaching of English to Scientists and Engineers'; and J C Catford on 'The Teaching of English as a Foreign Language'. Minor corrections (print and matters of fact) have been incorporated in these reissued papers. The guiding theme was the use of the English language as a means of communication between individuals, sections of the community, and entire nations.

RIVERS, Wilga M

**Teaching foreign-language skills**

University of Chicago Press 1968 404pp £8.25

This book is written for those preparing to be foreign-language teachers as well as for practising teachers. The material is relevant to the teaching of any foreign language. There is detailed treatment of the teaching of the four language skills, (speaking, reading, writing and listening) and a theoretical discussion of the linguistic and pedagogical background to these is provided together with information on specific techniques for classroom teaching. Subjects of the chapters include the audio-lingual method in television, television plays of grammar, testing and tape-recorders. Each chapter is accompanied by a reading list, and a bibliography is appended.

ROWLANDS, D (editor)

**Group work in modern languages**

Materials Development Unit, Language Teaching Centre, University of York 1972 95pp £1.00

This symposium of articles by language-teachers on the roles of group-work in primary and secondary schools in the teaching of French, German and Russian is largely concerned with language practice methods and the improvisation of materials.

SAVIGNON, Sandra J

**Communicative competence: An experiment in foreign-language teaching**

Center for Curriculum Development Incorporated, Philadelphia 1972 114pp £2.75

The research described in this book focuses on the development of tests of communicative competence suitable for the beginning level of a French programme in college and on the use of such tests to measure the efficacy of early training in communicative skills. The most significant findings of this study point to the value of training in communicative skills from the very beginning of the foreign-language programme as well as to the inadequacy of traditional tests of achievement in assessing communicative competence.

STONE, L

**Teaching English to second language students**

Evans 1974 141pp £2.30

This handbook, intended for 'new' teachers of English to speakers of other languages starts with the language needs, attitude and approach of the teacher and the motivation (or resistance) of the students, and goes on to cover the sounds and spelling of the language, form and function and the problems these present to the learner, teaching methods, materials, classroom organisation, equipment, and lesson-planning. An appendix sets out the main pronunciation problems of selected language groups.

TIFFEN, B

**A language in common: A guide to English language teaching in schools and colleges**

Longman 1969 216pp £1.25

Discusses, in 22 chapters and two appendices, the background to the subject, going on from there to the teaching of spoken English and of the grammatical structures as well as to using and testing the language. Intended readers are students in colleges of education and university departments of education as well as practising teachers. Notes on contributors are included together with lists of books considered useful for further reading.

WIDDOWSON, H G

**Language teaching texts**

Oxford University Press 1971 346pp £2.20

This collection of 42 passages is divided into sections on: the form of language; the substance of language; the use of language; language-teaching preparation; and language-teaching presentation. Each passage precedes: notes to elucidate the meaning; comprehension and discussion questions; exercises aimed at giving the reader an opportunity to apply theoretical notions practically; and, for some passages, a programmed summary of the main points - with blanks for alternatives - to help the reader to collaborate in the restatement. A detailed key to the exercises, conceived as a set of suggested approaches to the problems rather than as a list of correct answers, is included.

WILKINS, D A

**Second language learning and teaching**

Arnold 1974 86pp £1.25

This book, intended for the teacher in training, presents clearly and briefly an examination of the nature of language, language acquisition, and language-learning, followed by: a look at the environmental factors of learning; educational and social context; and the pupil and his teacher. The author prefaces his final exposition of the methodological principles of foreign-language teaching with the expression of his firm belief that there is no single optimal method, since so many factors affect language-learning. A teacher gets feedback from his pupils which shows him how successfully learning is achieved, and from this he can modify his teaching according to the broad methodological principles expounded.

## LANGUAGE-TEACHING METHODOLOGY: STRUCTURE

CENTRE FOR INFORMATION ON LANGUAGE TEACHING AND RESEARCH and BRITISH COUNCIL ENGLISH-TEACHING INFORMATION CENTRE

**A language-teaching bibliography** 2nd edition
Cambridge University Press 1972 244pp £4.95

This guide to authoritative and useful books on the theory and practice of language-teaching includes a long section on teaching English as a foreign or second language. Other sections cover: language; language-teaching; French; German; Italian; Russian; and Spanish.

HORNBY, A S

**The teaching of structural words and sentence patterns**
Oxford University Press 1959
In four stages (Three and Four in one volume) 224pp, 224pp, 382pp
75p, 75p, £1.00

These source-books for the teacher cover items ordinarily taught in a first English course. Part One of each book presents substitution tables summarising items dealt with in Part Two, which in turn gives sentence patterns and detailed practical suggestions.

LOGAN, G E

**Individualized foreign language: An organic process**
Newbury House, Rowley, Massachusetts 1973 136pp £7.10
paper £4.25

The author is known to apply the method he advocates to the teaching of German in the United States. He summarises the practical aspects of using individualized processes in a classroom. The problems are logistic, with classes of thirty and more pupils, and he addresses himself to: organisation of material; adequate evaluation; students teaching weaker classmates a point they have just learnt themselves; and making sure the method that has been explained is accepted. The teacher is unlikely to be able to use the method alone but will need the support of his department and the school administrators.

MOODY, K W; GIBBS, P

**Teaching structures in situations**
African Universities Press 1967 36pp 70p

This discussion forms part of the British Council English Language Teaching series and covers ways of teaching through real, contrived, planned and improvised situations in which substitution tables are built up from a bare sentence; it bears also on various teaching topics, including tenses and conditional sentences.

## LANGUAGE TEACHING METHODOLOGY: LISTENING COMPREHENSION, READING WRITING AND SPEECH

ALEXANDER, L G

**Guided composition in English language teaching**

Longman 1971 27pp 46p

Examines problems presented by the transference of training from blank-filling and other written reinforcement exercises to the production of texts and outlines the solution offered in the author's 'New Concept English', which involves a six-stage composition scheme, using multiple-purpose texts specially written to fit in with the principles of cyclical grading. Stage One of the scheme elicits a series of simple sentences constituting both a summary and a composition. The five remaining stages cover: compound sentences; complex sentences; connecting notes; and free summary and composition. Comprehension, summary-writing and composition go hand in hand in the first three stages and develop into separate skills in the last three. The scheme can be implemented after a year's normal study.

BYRNE, D

**Teaching oral English**

Longman 1976 146pp £2.00

This practical handbook, written for teachers in training as well as for practising teachers, examines the teaching of oral English in terms of reception and reproduction. Chapters cover: language-learning in the classroom; oral communication; listening comprehension; the presentation stage; the practice stage; the production stage; language games; oral comprehension; play-reading; and audio-visual aids. Numerous examples followed by exercises and questions for discussion appear in each chapter. There are detailed references to further reading in each field as well as a general bibliography. The book has been included in the Handbooks for Language Teaching series.

CRYSTAL, D; DAVY, D

**Advanced conversational English**

Longman 1975 132pp £2.25

tape £6.00

This is partly a teacher/student handbook, partly a theoretical text, and contains: a discussion of the characteristics of conversational English; fifteen conversational extracts from the author's accompanying book 'Investigating English style', Longman, 1969; a linguistic analysis of the extracts under the headings of fluency, intelligibility and appropriateness; and a discussion of the teaching implications of that analysis. Conversational extracts are available on tape.

DERRICK, J

**Teaching English to immigrants**
(Chapter 5, 'Reading and Writing', pp 180-209)
Longman 1966 £1.15

This chapter points out that reading should follow rather than be introduced at the same time as the spoken language. When it is eventually introduced, pupils should be required to read no more than the language they already know orally. Both with reading and with writing, the immigrant pupil, of whatever age, will often be comparable with the primary-school child learning those skills for the first time. The immigrant pupil will be coping with the acquisition of new skills and patterns of behaviour and lacks the advantage of the British child learning to read and write the language. Further, the teacher of immigrants must remember that his work depends to some extent for its success on his ability to enlist his pupils' interest. A booklist is appended.

FRASER, H; O'DONNELL, W R (editors)

**Applied linguistics and the teaching of English**
(Dakin on 'The Teaching of Reading', 99-120pp) New edition
Longman 1973 £2.00

This paper is divided into three sections: Section One, on a theory of reading, covers: results of research; variables; children; questions and answers; ends and means; recognition; structuring; interpretation; context; the need for a theory of reading; and the eye/voice span. Section Two, on theories of learning, covers: the metamorphosis theory and the evolutionary approach; linguistic and situational grading; pros and cons; explanation and description; the alphabetic method; the first principle; the phonic method; arguments about phonics; the whole-word method; the whole-sentence method; and the class-reader. Section Three, the conclusions, reveals that each approach is fairly explicit both about what the child ought to do and about what the teacher ought to do but is not explicit about what the child actually does and altogether incapable of satisfying any of the requirements of the principle that a method is not necessarily right if it succeeds but is certainly wrong if it fails.

FRY, E B

**Teaching faster reading**
Cambridge University Press 1963 143pp £1.75

This book is designed to accompany the author's 'Reading faster: A drill book' and help teachers of English as a second language, giving courses on reading improvement at secondary, teacher-training university levels. Chapters cover: the importance of reading faster; common faults; eye-movements; comprehension; units of meaning; skimming and reading flexibility; improvement patterns; study techniques and

FRY, E B (continued):

factors in memory; vision; phonics; vocabulary; and continued reading progress. A suggested lecture outline summarises each chapter.

HALLIDAY, M A K

**A course in spoken English: Intonation**

Oxford University Press 1970 134pp £1.00
tapes £25.00

A 56-page introduction presents Halliday's theory of intonation (with numerous examples reproduced on tape). The rest consists of forty study units in four chapters, providing practice in recognition and production. The first three chapters, providing practice in recognition and production. The first three chapters deal with sound-patterns, primary tones and secondary tones, the fourth chapter illustrating the use of tones and related features in connected speech of various kinds (conversational styles; poetry; and dramatic dialogue).

JUPP, T C; MILNE, J

**Guided course in English composition**

Heinemann Educational 1968 98pp
Teacher's Book: 73pp) 85p 85p

This course is intended to train students in composition by giving practice and guidance with the language and subject-matter before they begin writing the compositions. Practice in structure is given through substitution tables and multiple questions whose content is exclusively based on the subject-matter. Work on a sample composition demonstrating the deployment of a particular structure offers further ideas for subject-matter and planning. The course leads up to the level of School Certificate examinations and is designed to follow the authors' 'Guided paragraph writing'. (Also in 'ESOL 2'.)

McCREE, H

**From controlled to creative writing**

African Universities Press (in association with British Council) 1969 78pp 90p

This personal account, included in the English Language Teaching series, of the development of a writing-skills syllabus at a postprimary institution in Nigeria expounds first- and second-year work and 'explanatory' and 'argument' writing in the third and fourth years in separate chapters. Examples are included from students' work and summaries are provided. Appendices present notes on the West African General Certificate of Education and its examinations as well as on letter-writing. A bibliography is included.

METHOLD, K

**English conversation practice**

Longman 1975 61pp 82p

tape £5.50

cassette £4.50

This book analyses a number of conversations bearing on frequently recurring situations such as formal and informal introductions, apologising, making excuses, and provides exercise material requiring the student to produce grammatically, idiomatically and socially acceptable spoken English. The material correlates some of the work now being done by sociolinguists on language-teaching methodology in a practical way. The dialogues are recorded on twin-track tape and cassette.

MUNBY, J

**Read and think: Training in intensive reading skills**

Longman 1968 96pp 60p

A detailed teaching-method chapter explains a problem-solving approach to the development of reading-comprehension skills. This systematic method uses groupwork and class-discussion of multiple-choice questions to "train" the student in the use of specific skills to arrive at the best answers. This is done through reasoned rejection of the distractors which concentrate on particular areas of comprehension error or difficulty. There are also free-response questions and controlled exercises in summarising. Nine of the 27 passages are school-subject texts in science, geography and history. The vocabulary is generally restricted to that of 'A general service list of English words', and the units are sequentially graded, mainly according to the difficulty of the questions. The method is suitable for secondary schools in Africa and elsewhere. The method is also applicable to tertiary-level students anywhere. (Also in 'ESOL 2'.)

## LANGUAGE-TEACHING METHODOLOGY: TESTING

CLARK, J L D

**Foreign language testing: Theory and practice**

Center for Curriculum Development Incorporated, Philadelphia 1972 174pp £5.20

This survey of the language-testing field comes from a staff-member of the American Educational Testing Service. Examples are drawn from European languages other than English. A survey of available standardised texts from the American market is provided.

DAVIES, A (editor)

**Language testing symposium; A psycholinguistic approach**

Oxford University Press 1968 222pp £2.50

Eleven papers deal with: subjective and objective testing; the linguistics of language-testing; the psychology of language-testing; attainment and diagnostic testing; language-aptitude testing; testing spoken language; testing oracy; tests in education; oral English testing in West Africa; and intelligibility.

HARRIS, D P

**Testing English as a second language**

McGraw-Hill 1969 151pp £2.90

This concise introductory text, intended to enable the teacher of English as a second language both to improve his own classroom measures and to assess standardised tests he may be asked to select, administer and interpret, covers: the purposes and methods of language-teaching; the characterisation of a good test; testing grammatical structure; testing auditory discrimination and comprehension; testing vocabulary; testing reading comprehension; testing writing; testing oral production; constructing the test; administering the test; interpreting and using test-results; and computing some basic test-statistics.

HEATON, J B

**Writing English language tests**

Longman 1975 95pp £2.25

This practical handbook for the classroom teacher who is prepared to give much time and thought to constructing tests is useful reading, also, to anyone who wishes to understand what goes into the production of objective tests. Many types of test are described and their value assessed in relation to the particular language elements or skills they are used for measuring. The last section of the book offers practice exercises in the construction (and correction) of tests. A select bibliography is included.

HINDMARSH, R X

**Passing in language** (Cambridge English Course for African Secondary Schools, Stage 4)
Cambridge University Press 1972 £1.00

Although written for African students, this handbook will be of considerable value to teachers elsewhere preparing students for Overseas School Certificate, General Certificate of Education (Ordinary Level) or equivalent examinations. It is concerned with the major types of examination question and provides specimen questions from the main School Certificate and General Certificate of Education examinations and with the necessary training for these. (Also in 'ESOL 2'.)

JONES, R L; SPOLSKY, B (editors)

**Testing language proficiency**
Center for Applied Linguistics, Arlington, Virginia 1975 146pp £5.50

This collection of papers presented at the Language Testing Symposium in 1974 covers the testing of speaking proficiency, listening comprehension and reading comprehension. Also included is a discussion of the problems of syllabus, curriculum and testing in relation to modern-language programmes for adult learners in Europe.

LADO, R

**Language testing:**
**The construction and use of foreign language tests**
Longman 1961 389pp £3.60

This seminal work provides an introduction to language-testing. Much of the underlying theory is now considered outmoded, but in its essentials the book is still relevant.

MURPHY, M J

**Designing multiple-choice items for testing English language**
African Universities Press (in association with British Council) 1969 67pp 90p

This explanatory introduction, for the classroom teacher preparing students for such examinations as that of the West African School Certificate, in which both lexis and structure are tested through multiple-choice questions, includes chapters on lexis and structure, comprehension, other uses of multiple-choice questions, and elementary statistics.

PALMER, L; SPOLSKY, B (editors)
**Papers on language testing 1967-74**
TESOL, Washington DC 1975 227pp £5.25

This collection includes five papers delivered at the International Seminar on Language Testing, San Juan, Puerto Rico, in 1973 and 22 papers on language-testing selected from 'TESOL Quarterly' (Volumes 1 to 8).

WOOD, R; SKURNIK, L S
**Item banking**
National Foundation for Educational
Research in England and Wales, Slough 1969 184pp £3.90

For anyone concerned with the regular production of tests or examinations, this thorough study of the systems and difficulties of maintaining a bank of items with and without the use of a computer assumes a basic understanding of statistical methods.

## LANGUAGE-TEACHING METHODOLOGY: AIDS

CABLE, R

**Audiovisual handbook** 4th edition
University of London Press 1972 118pp £1.25

Concisely lists aids, with explanations of their nature and use together with advice on class-management. Practical suggestions cover projection, recordings and electricity.

CORDER, S P

**The visual element in language teaching**
Longman 1966 96pp £1.15

Offers a rationale for the use of visual methods in the teaching of language, with chapters on: language in learning; language teaching and meaning; the visual element in language-teaching; meaning; and the use of visual materials. Situational teaching, sound-film audiovisual courses and television are discussed in the light of a central concern with the teaching of meaning.

DAKIN, J

**The language laboratory and language learning**
Longman 1974 172pp £1.35

This book contains an important chapter on the principles of second language-learning, an analysis of teaching materials in current use, and a reassessment of the role and value of the language laboratory. The role of the laboratory for developing listening skills is particularly emphasized.

DAKIN, J

**Songs and rhymes for the teaching of English**
Longman 1968. Teacher's Book: 64pp; Pupils' Book: 58pp 74p 50p
record £2.00
tape £3.45

Grades and groups, according to difficulty, over 130 songs and rhymes intended for use from the first year of learning English. The Teacher's Book includes suggestions for presentation and practice and sets out, in tables, rhymes which can be used for practising particular sounds, stress-and-rhythm patterns, intonation, vocabulary, grammatical structures and conversational exchanges.

DORREY, G N

**Games for second language learning**

McGraw-Hill 1966 £1.25

The games in this collection, intended for use with pupils of all ages in the classroom, are grouped according to different aspects of the language practised; for example, number games, structure practice games, etc. The level of English appropriate to each game is indicated.

GIBBS, G I (editor)

**A handbook of games and simulation exercises**

Spon 1974 226pp £5.00

This collection of information on all aspects of games used in schools and other training situations consists in the main of a register of games and simulations with short notes on the purposes of each game. A glossary of terms used, bibliographies, and indexes to authors as well as to manufacturers and suppliers are included.

HILL, L A; FIELDEN, R D S

**English language teaching games for adult students**

Evans 1974 In two books £1.20 £1.25

Each book's forty games give teachers supplementary material for use with any main course. Those games which deal with the more elementary structures appear in Book One, those with the more advanced structures in Book Two. Selection of the structures was based on previous work by Hill. The authors point out that games 'are an admirable way to practise language'.

JOHNSON, F C, and others

**Stick figure drawing for language teachers**

Ginn and Jacaranda Press 1971 60pp 42p

This practical guide, at the primary level for colleges of education, deals with the use of stick figure drawings in speech-work, comprehension and composition.

LEE, W R

**Language teaching games and contests**

Oxford University Press 1965 178pp 50p

This book, designed for learners of any age, includes an introductory chapter on organisation, followed by chapters on oral games, pronunciation games, reading or writing games, spelling games, and the general language-practice games. An index enables teachers to look up games that offer practice on specific points of grammar.

LEE, W R; COPPEN, M

**Simple audio-visual aids to foreign language teaching**

Oxford University Press 1964 120pp 50p

Part One outlines the usefulness of audiovisual aids in general and discusses oral work, reading and writing in detail; Part Two deals with the making of such aids as pictures, puppets, flannelboards, plastiboards and materials for reading.

SHERRINGTON, R

**Television and language skills**

Oxford University Press 1973 182pp £4.00

Analyses language-learning skills and discusses how these might be taught and practised through the medium of television.

STACK, E M

**The language laboratory and modern language teaching**

Oxford University Press 1966 314pp £4.00

paper £3.00

This practical introduction to the techniques and procedures of language-laboratory teaching, with particular attention to the beginning and intermediate stages of instruction, includes a study of equipment and organisational and administrative problems as well as treatment of audiolingual exercises, pattern drills, and reading and writing skills.

VERNON, P J

**The audio-visual approach to modern language teaching: A symposium**

National Committee for Audio-Visual Aids in Education 1973 96pp 60p

Two booklets were issued under this title in 1962 and 1965. The new symposium offers particular guidance to inexperienced teachers on the selection and integration of modern audiovisual aids. Leo Cole, John Davidson, Brian Hill, Frank King and Peter Vernon contributed to the symposium. The topics handled are: the roles of the visual; audio-aids; use of films; audiovisual and audiolingual courses and their place in the learning process; use of radio and television; the language laboratory; the overhead projector; and organisation of resources. Finally, some useful addresses are listed covering publishers of courses, sources of visual aids and audio-aids, materials for overhead projectors, periodicals and other publications, and reports.

WRIGHT, A

**Visual materials for the language teacher**

Longman 1976 152pp £2.00

The emphasis of this book, in the Handbooks for Language Teachers series, is on the multiplicity of functions for visual materials in language-learning. The author examines the underlying theories of their use and goes on to describe their practical application in the classroom. Advice on the teacher's preparation of visual materials and on purchase of materials and equipment is included.

## JOURNALS: A SELECTION

The following is a selection of UK-published periodicals concerned with teaching and learning English as a foreign language. They are all available for reference in the Language Teaching Library at ETIC.

**ELT Documents.** Quarterly. The scope of this journal is the whole field of English language teaching; recent emphasis has been laid in particular on the subject of English for specific purposes. Many specialists find the journal a useful means of channelling the fruits of their research to the British Council's English Language Officers overseas. Price £1. Applications to: Printing and Publishing Department, The British Council, 65 Davies Street, London W1Y 2AA (01-499 8011). Personal callers may obtain them from the Language Teaching Library, 20 Carlton House Terrace, London SW1A 2BN.

**English Language Teaching Journal.** Quarterly. Although the scope of this journal is the whole field of English language teaching and those aspects of linguistics which are of interest to the teacher particular emphasis has recently been laid on the subject of classroom procedures and methods appropriate for teaching young children. Annual subscription: £4.00 or $10.00 for four issues; £1.20 or $3.00 for a single issue. These prices include postage. Applications to: Subscription Department, Oxford University Press, Press Road, Neasden, London NW10, England.

**Language Teaching and Linguistics: Abstracts.** Quarterly. This journal aims to keep teachers and others professionally concerned fully informed of the latest research and developments in the study and teaching of modern languages, including English as a second language. Four issues of the journal form a volume, which may be purchased at the subscription price (which includes postage) if payment is made before publication of the volume is complete. The subscription price of Volume Nine (1976) is £8.50 net or $23.50 (single parts: £2.50 or $7.00 each). Applications to: Cambridge University Press 200 Euston Road, London NE1 2DB, and Cambridge University Press, 32 East 57th Street, New York, NY 10022, USA.

**Modern English Teacher.** Three times a year. This journal specialises in practical suggestions for improving the teaching of English as a foreign language. Annual subscription: £2.75 (for two years: £5.00. Applications to: Modern English Teacher, Subscriptions Department, 8 Hainton Avenue, Grimsby DN32 9BB, England.

The following is a selection of articles which have been drawn from the ETIC Specialised Bibliographies, the complete list of which, is appended. These are available from ETIC.

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